3.2 Monitoring of emergency and crisis education programmes

Convenor: Wendy Smith, IRC

Objectives

- To explore the applicability of minimum standards to education in the early stages of an emergency
- To explore the potential indicators across programmatic areas in emergency education
- To share innovative monitoring processes, tools, and successes
- To explore vehicles for greater inter-agency collaboration and learning around education in emergencies

Main issues raised

Definitions and Guiding Principles:

- Do we have common guiding principles on education in emergencies? Can our principles be measured and held accountable? Some are implicit (education protects) but not explicitly measurable.
- Need for more clarity on what is education in emergencies? When is it an emergency? Some education systems are in a constant state of emergency. Are they outside of the relief community's definition of emergency education?
- Applicability of minimum education standards in the emergency stage of a relief operation: Is there a place for education guidelines in SPHERE Manual?

Benefits

- We define minimum standards for the provision of quality basic education in the earliest stage of an emergency (Clear reference points for all concerned parties).
- We articulate what a child has a right to in the first few months of an emergency and what should be the minimum quality of service provision

Constraints

- Should standards be established for education in emergencies outside of the EFA guiding principles? Can't we ground minimum standards or perhaps principles within existing frameworks? (such as EFA)
- Do minimum standards encompass cultural differences and norms? Do they dull creativity?
- What if standards provide for higher quality than local population benefits from? Do we put refugees at increased risk?

Potential indicators

- Is there a need to disaggregate indicators? (Ex. 80% enrolment not enough: Who is enrolled? Who isn't? Ages?)
- Are there indicators that grow with us throughout each phase of a crisis?
- Are our indicators truly measuring what we want to know or learn? Can they be strengthened?
- There is a danger in parachuting indicators from above into every situation.
- Can we link certain indicators to minimum standards? Is it appropriate? Can we move from output to effect or impact indicators?
- Are indicators enough to describe a quality program? Wouldn't lessons learned be more useful?

Data collection and monitoring tools

- The recent Women's Commission study, funded by the Mellon Foundation, indicates that no one (not donors, UN Bodies or NGO HQs) is collecting and analysing data at HQ offices: We don't know how many are served or unserved, how many teachers were trained and on what, which donors are funding what over time, which countries are overlooked. HQ offices and donors are not explicit about the kind of data they want from field programs.

- Who are we collecting data for and for what purpose? Has training been provided for people collecting data? Is the data analyzed and are programs adjusted based on inferences drawn from those conclusions? Invalid or unreliable methods for collecting data may be in use: Invalid survey instruments, too narrow focus groups. Is data collection too expensive or unrealistic in midst of crisis? What is minimum of information that needs to be shared and with whom?

Vehicles for inter-agency collaboration

- Exploring the expansion of GINIE or ALNAP to encompass key education data we feel needs to be shared across agencies, successful monitoring practices/lessons learned, trainings on the importance of monitoring for teachers, field staff and beneficiaries.

Conclusions/recommendations

- Working Group should be established to define minimum standards or measurable guiding principles (and their corresponding indicators) for the provision of education in emergencies. If work is successful we should lobby for inclusion of education in the SPHERE guidelines. This group should consider using the EFA principles for the framework within which to develop principles or minimum standards.
- Development of simple user's guide on data collection for education in emergencies and potential training in this area.
- GINIE and ALNAP should be used as a repository for lessons learned as quantitative data alone is insufficient in influencing best practices and greater learning around education in emergencies.
- Headquarters should be clear about what data they want collected and who are the interested parties to receive this data.
- Follow-up to Womens' Commission Study should be the funding of studies of lessons learned and best practices in field of education in emergencies.

Issues raised during the plenary discussion

- The issue of minimum standards is maybe too complex for one working group session. As there is no "standard emergency"- is it possible to define standards for the educational response to them?
- Possible standards need to be adopted according to the place, time and type of emergency

3.3 Post-primary education in emergencies and crisis

Convenors: Tim Brown and Vivien Stewart, UNHCR

"You can give me beans and blankets but I need the alphabet as well. I don't know of anything else that can open as many doors as education."
- Dr. Nyorovai Whande, former refugee, at the working group -

Objectives

- To determine what are the priorities
- To discuss how the different agencies can co-operate better

Main issues raised

1. Access to Post-Primary Education

The present access to post-primary education is extremely limited. For example an estimated 3% of refugees in developing countries have access to secondary education. The essential importance of access to post-primary education is not universally accepted. Provision of post-primary education is justified not simply on the basis of individual rights but because of the impact which such investment has. Nobody takes full responsibility to ensure that refugees and the displaced have access to post-primary education

2. Different Types of Post-Primary Education

It was agreed that there is a wide variety of different types, including, for example, formal and non-formal education, distance education, tertiary education. The structure of provision relevant to each situation will vary but should be based on coordinated country level planning. There is a need for more analysis of the effectiveness of different approaches in different situations.

3. Specialised Educational Programmes

It was noted that many of the present post-primary educational programmes are in specialised areas such as AIDS education, mine awareness and rehabilitation of child soldiers. Such programmes reflect protection concerns in emergencies but also result in a rather fragmented approach. These "cherries" may attract funding but the main "cake" is neglected.

4. Focus on Special Groups or Populations

It was noted that girls frequently have less access to post-primary opportunities than boys. The need to promote the education of girls and for role models for girls in education was recognised. There is also a need to develop a strategy for post-primary education which includes both refugees and the internally displaced.

5. Barriers and Dilemmas

The group discussed the problems arising from the separation by many donors of emergency situations from development needs. This separation is also reflected in some of the structures of organisations responding to emergency situations. This tends to result in the exclusion of funding for education particularly beyond the primary level. The provision of educational opportunity to refugees may result in a pull factor increasing the movement of people across borders. The poor quality of education currently available to many of those in emergency situations was seen as a challenge and a likely deterrent to donors. However it was recognised that in long-term situations refugees frequently

perform better than the host population because of their commitment to education.

6. Definitions
The group recognised that the definition of some key terms in the education debate was crucial. The term "Basic Education" has a number of different meanings. It was also recognised that the word "Emergencies" could be misleading and "countries in crisis" was suggested as a more useful description.

7. Tertiary Education
There is limited provision for the access of refugees and the displaced to tertiary education through the programmes of DAFI. The Hugh Pilkington Trust and the Africa Educational Trust (fewer than 1500 scholarships). These programmes are vital to develop the future leadership of societies in crisis.

8. The inherently long term nature of educational programmes
presents a challenge as the thinking of those responding to emergencies tends to be short term even where the crisis is like to be prolonged.

<u>Conclusions/recommendations</u>
1. General Approach
The group agreed that post-primary education should be considered in all emergency situations. This should done at the start of the emergency but should combine a long term vision with detailed plans to address the short term needs. The need for flexibility in response was stressed.
2. Guidelines
It was suggested that some guidelines on good practice in the area of post-primary education might also be useful.
3. Need for Advocacy
It was agreed that there is need for advocacy with donors on a global level to convince them of the central importance of post-primary education.
4. Certification
There is a need for inter-agency co-operation in providing various ways to certify the achievement of students and the training of teachers.
5. *Co-operation*
It was recognised that the structural problems could only be addressed through co-operation between different UN agencies and NGOs with different skills. The Network on the Reproductive Health of Refugees was presented as a possible model of a collaborative network.

Issues raised during the plenary discussion

- Donors will need substantial information about the content of educational programmes- they know far from enough about the how's and where's of emergency education programmes, and it is part of our task to educate them if funds are to be allocated for our work.
- The question of level of technical services for the refugee population compared to the local population is very challenging. Often, refugee camps are placed in sparsely populated areas where the local educational services are at the point of total collapse, and this should hardly be the goal of the services we deliver?
- It is of crucial importance that also non-formal education is focussed on

3.4 Education staff training in emergencies and crisis

Convenor: Nureldin Satti, UNESCO

Objectives

- To discuss what training needs agency staff have for educational work in emergencies
- To address what opportunities and mechanisms there are for making training available to agency staff

Main issues raised

Preliminary considerations:

- Reviewing the concept of crisis: great diversity of situations
- Reviewing the concept of education: an expanding agenda (human rights, peace education, civic education etc.), a multiform reality (not only school-based, but also non formal, not only basic but also skill-oriented)
- Classification of training needs; educational planning and management, operations and logistics, teacher training, curricula and teaching methods. Besides training in specific education areas, intersectoral dimensions need to be taken into account

Discussions

- Education training is important for all staff not only for those dealing with education projects.
- Education is not limited to the provision literacy skills, it is a major protecting tool in situations of emergencies and crisis. Restoring education as a way to promote dialogue and communication in society is essential in emergency situations. There is therefore a need to clearly recognise education as a priority in emergency situations, and to adopt a development focus as from the beginning. In refugee situations, community assessments must include education needs.
- Training needs in education for agency personnel working in emergency situations therefore include two components;
    1) Core, intersectional skills such as general awareness, communication skills etc.
    2) Skills specific to education work

Needs are different according to the target group:

- Generalists involved in education
- Generalists working in other sectors
- Education specialists, a group including itself a number of specific sub-categories

As far as teacher training in refugee situations is concerned, efforts should be made to provide certification and advocate its recognition in the home country.

Various agencies have already developed training programs and materials.
As far as generalists are concerned, UNHCR and UNICEF have designed training packages for their generalist staff working in emergency situations. Those programs include a strong awareness building component.

Examples of training programs aimed at educators include various initiatives such as:

- Action for the Rights of Children (UNHCR and Save the Children Alliance)
- Workshops organized by the Norwegian Refugee Council
- The inclusion of emergency issues in UNICEF Education Officers' programs.
- The International Institute for Educational Planning (IIEP) of UNESCO offers training courses in educational management and planning which can be of relevance to education specialists in countries in reconstruction.

As far as on-line programs are concerned, the GINIE (Global Information Network In Education) project (University of Pittsburgh/USAID) constitutes a significant initiative to facilitate sharing of knowledge, self-learning and exchange of experiences. The web-based country profiles developed by the UNESCO International Bureau of Education (IBE) were also mentioned as a useful tool widely accessible.

Conclusions/recommendations

- Need to design a system whereby resources, information and experiences available in different agencies will be accessible
- Need to produce 'resource kits', including training material and contact persons
- Need to develop on-line inter-agency training, including self-instructional material (building on the GINIE initiative)
- Consider the possibility of using the inter-agency standing committee task force on inter-agency training to promote training initiatives in the field of education in emergency situations and disseminate widely relevant information
- Investigate ways to identify a pool of experts available to conduct training programs
- Support partnership agreements between international and national training institutions to build capacities in emergency education training
- Finally, support concerned countries in articulating, in their EFA national action plan, a component on education in emergency situations

Issues raised during the plenary discussion

- All staff - also the desk officers at headquarters' level - need to be trained about the importance of education in emergencies.
- There are a lot of good professionals within the refugee population, and these people should be offered some follow-up to maximise the output of their capabilities.

3.5 The UN Girls' Education Initiative

Convenor: Mary Joy Pigozzi, UNICEF

Objective

To define how the Inter-Agency Group on Education in Emergencies and the UN Girls' Education Initiative (UNGEI) can advance their common agenda - the education of girls in situations of crisis, conflict, and post crisis

Main issues raised

This first discussion topic focused on defining the factor affecting learning for girls in emergency situations, as a basis for identifying practical strategies for ensuring every girl's right to a basic education. Discussion follows:

1. How and in what ways does the changed living environment affect girls and their education?

2. The positive impacts for girls in the living environment include: contact with outsiders and new ideas; bonding with other girls in groups; becoming "empowered" due to new roles; and seeing new positive female role models. More girls may be in school where boys are off as rebels; and, where aid providers have made improvements in service provision (e.g., firewood provision, water points, use of solar cookers, availability of processed food), girls' domestic burdens may have been reduced. Note: men's and boys' lives and roles change too!

The negative impacts for girls include increased violence, especially sexual violence, when male protectors are lost; increased responsibilities when males migrate; and less fun through fewer social events. Girls may also become household heads, as may boys, with fewer opportunities than boys to generate income, except as prostitutes. Increased pregnancies limit their ability to go to school. The breakdown in traditional values may have either negative or positive impacts, leading to greater victimization (e.g. in West Africa) or enhanced freedom (e.g. in Kosovo or Afghanistan).

1. How and in what ways can a school environment affect girls and their learning?

In a crisis, the security of the school may be compromised, especially if used by rebel groups, exposing girls to rape. Physical access may be limited due to longer distances to schools in unsafe environments, as may documentary access. Some societies may fear losing their girls through assimilation to another culture, if the school is mixed (e.g. Turkish girls in a German school). Female teachers may become fewer due to their increased vulnerability. Lack of facilities, e.g. latrines, or proper clothing and sanitary supplies, may intimidate girls from participating in school, especially if segregated schools have become fewer. Girls' education, which is rarely seen as a priority, becomes even less important.

2. How and in what way can the curriculum affect girls and their learning?

The curriculum adopted in a crisis may either be that of the host country or of the refugees' country. Where there is openness to change, particularly in the fluid social environment, the curriculum may be "genderized". New topics and extracurricular activities of greater relevance - to both boys and girls - may be added, such as life skills, basic health, women's rights, and cultural and religious

sensitivity. Teachers can be trained on gender issues and books can be scrutinised to remove old biased role models. Both girls and boys can be targeted to learn about traditional and new views of gender roles.

Conclusions/recommendations

To address these issues, particularly in the context of the UN Girls' Education Initiative, the group identified actions to be taken in the first three months of an emergency and after three months, as noted here:

First three months

- Conduct a gender sensitive education needs assessment
- Use a checklist for planning gender-sensitive interventions (annex 3)
- Focus on the community and family-based needs
- Develop a vision of gender equity in education
- Do creative targeting to reach girls because boys remain advantaged
- Identify systems for finding new arrivals, especially when IDPs
- Insist on conveying importance of "education – NOW"

After three months

- Conduct a more in-depth gender analysis
- Develop gender-sensitive indicators for regular monitoring
- Make curriculum changes to promote gender equity
- Commit funds to increasing number of girls in school
- Train teachers for gender-sensitive education; recruit both women and men as teachers
- Ensure safety for students and teachers, especially females
- Provide non-formal learning opportunities for women

Next steps

The biggest challenge is to identify *who* will ask the gender questions related to education, *who* will advocate for gender sensitivity in education, *who* will lobby for girls as well as boys to have the chance to go to school. Without getting girls in school, the EFA mandate will never be met, as they comprise two-thirds of the out-of-school population. To help in the process, the group proposed the following:

1. Prepare a gender checklist for emergency response teams (annex 3)
2. Set up a system for information sharing among agencies working on girls' education; and
3. Develop a set of "good practices" for girls' education, shared on a website, by CD-ROM, or in a booklet.

Issues raised during the plenary session

- HIV/AIDS was not raised as a special issue during the Working Group discussion. It is however clear that the HIV/AIDS pandemic represents a major obstacle for the EFA initiative as a whole, but especially for girls and women.
- In order to strengthen the service delivery to women and girls, Community Service Officers should be given a more prominent role in emergency operations.
- The ARC manual on education contains a practical checklist on ways to increase girls' enrolment and retention in school.

3.6 Sourcing agency staffing for emergency education

Convenor: Eldrid Midttun, NRC

Objectives

- To share information on policy and practice within organizations/agencies with regard to staffing for emergency education programmes
- To describe the "ideal" situation of adequate and appropriate staffing
- To suggest steps and ways to improve the situation

Information sharing

- The organizations, SC/S, IRC and NRC presented their recruitment systems. Save the Children/Sweden recruits Community Cervices personnel to UNHCR, a joint agreement with Save the Children/Norway. They take part in assessments and development of programmes and serve 3-6 months. Approximately half of the roster members have education expertise.
- IRC has established a multi-sectoral Emergency Response Team of five, including a child specialist to do initial 3-month assessments. The deployment of this team allows more time for recruitment of education specialists from a roster/database of approximately 100 CVs, coded by skills sets. These individuals typically serve 6 months to one year.
- NRC has three rosters, two Norwegian-based and one consisting of African nationals, set up to furnish UN agencies, with extra capacity and expertise. Educationalists are included among the categories.

Main issues raised

- The divide between education specialists or programmers and emergency/relief personnel: During recruitment, which sets of skills are most desirable (assuming that candidates rarely have both)?
- In situations where you have both types of personnel, how do they work together?

1. Personnel qualification

- How to identify the sets of skills and qualifications needed to implement education programmes in the various stages of a crisis (acute, unstable, reconstruction)?
- How to analyze the sets of skills/profiles of personnel present in successful education programmes in crisis situations (as a means for improving future recruitment?

2. Training of staff involved in education programmes

Training is needed for the following categories:

- The education specialists
- Community Services personnel/cross-sectoral
- Generalists/non-education staff

Examples of training programs aimed at educators include various initiatives such as:

- Action for the Rights of Children (UNHCR and Save the Children Alliance)
- Workshops organized by the Norwegian Refugee Council
- The inclusion of emergency issues in UNICEF Education Officers' programs.
- The International Institute for Educational Planning (IIEP) of UNESCO offers training courses in educational management and planning which can be of relevance to education specialists in countries in reconstruction.

As far as on-line programs are concerned, the GINIE (Global Information Network In Education) project (University of Pittsburgh/USAID) constitutes a significant initiative to facilitate sharing of knowledge, self-learning and exchange of experiences. The web-based country profiles developed by the UNESCO International Bureau of Education (IBE) were also mentioned as a useful tool widely accessible.

Conclusions/recommendations

- Need to design a system whereby resources, information and experiences available in different agencies will be accessible
- Need to produce 'resource kits', including training material and contact persons
- Need to develop on-line inter-agency training, including self-instructional material (building on the GINIE initiative)
- Consider the possibility of using the inter-agency standing committee task force on inter-agency training to promote training initiatives in the field of education in emergency situations and disseminate widely relevant information
- Investigate ways to identify a pool of experts available to conduct training programs
- Support partnership agreements between international and national training institutions to build capacities in emergency education training
- Finally, support concerned countries in articulating, in their EFA national action plan, a component on education in emergency situations

Issues raised during the plenary discussion

- All staff - also the desk officers at headquarters' level - need to be trained about the importance of education in emergencies.
- There are a lot of good professionals within the refugee population, and these people should be offered some follow-up to maximise the output of their capabilities.

CONTENTS

Conclusions/recommendations

- Raise awareness of the need for education in crisis situations among generalists/emergency people and the various programmatic responses in the field.
- Provide appropriate training to education specialists with no or little emergency experience for working in such situation.
- Ensure that debriefings are done on return from the field, and that lessons learned are documented for institutional memory and to improve recruitment, training and ultimately programming.
- Explore partnerships with the academic community to research good practices and analyze profiles of personnel in successful programs.
- Develop models for evaluation of education in emergencies and share with other actors.
- Provide in-service training to combat burn-out and to retain staff.
- Advocate to donors the need for funds for training for all staff involved in education programs.

Issues raised during the plenary discussion

- Donors needs to be explained WHY education in emergencies is important, since many are still not convinced. Other emergency personnel also need training in this, so education officers can quit being apologetic about their presence in emergencies!
- The refugees are our main resource, also on the staffing side.
- It is time that education officers are recognised as *specialised technical personnel*- not anyone can do this job (on the other hand, it is important to demystify the issue of education and make the field more transparent). Often, Community Service officers have education in their ToRs, even if they have no training in education and are completely overworked with other tasks.

3.7 Information sharing and networks for emergency education

Convenor: Maureen McClure, University of Pittsburgh/GINIE

Objectives

- Understanding of what internet can do, and what GINIE is
- Hands-on experience with accessing emergency related web-sites
- Understanding of methods for sharing information based on user needs
- Development of approaches to improved data sharing and access to on-line learning

Main issues raised

- Email: Most accessible but is a closed system
- Listserv: Great for sharing of expertise/information with a number of people; requires a monitor/controller; identification and limiting of participants; and if it is not known, cannot be accessed by those not included
- The listserv Emer-edu exists; is it wanted and useful? Should it be expanded, maintained, operated on selected topics or in other specialized ways?
- Website: Great as a boutique for a variety of activities such as information/knowledge, on-line chats, training, sharing of common knowledge, policy dialogue, and passive advocacy, but it is not easily accessible from the field. It requires support personnel for editing or vetting of what goes in it; and funds to pay the personnel for maintenance, hardware and inputting information; and needs to be concise for efficient use of equipment and time
- GINIE: [http://GINIE1.sched.pitt.edu/] Is up and running and providing a valuable service, but it needs visibility and sustained and sufficient support to become truly effective in meeting the multiple needs it is capable of serving. While GINIE is widely used, it needs organizational commitment from its users and principal actors in the emergency education field.

Conclusions

- Both GINIE and Emer-Edu are needed. It should be the responsibility of the two to work out the logistics of their separate but linked roles.
- Emer-edu listserv will be available to support follow-up communications to this Consultation, in collaboration with GINIE.
- Major donor organizations should be sought to support further development of GINIE so it can reach its potential and provide the assistance that those involved in education in emergency situations need and can use.
- UNHCR/UNICEF/UNESCO and the NGO community should provide commitment to GINIE through involvement, use and creating awareness of its capacities among their staffs, and formal endorsement by putting their logos or names on the site. UNHCR/UNICEF/UNESCO and the NGO community should provide hot links between their sites and GINIE.

Issues raised during the plenary discussion

- We should start thinking about IT as a means to HELP our programmes instead of viewing it as something that doesn't belong in poverty situations.
- Many in the field have access to email, but not the Internet. Therefore, the sharing of material cannot be based only on electronic versions available over the Internet. Hardcopies of material must be available for distribution.

3.8 Programme co-ordination mechanisms[2]

Convenor: Peter Buckland (UNICEF)

Objectives

- Ensure greater understanding of the range of programme co-ordination mechanisms already in place
- Promote a wider understanding of the role of the Consolidated Appeals Process (CAP) and exchange of information on other mechanisms for mobilising resources for education responses in emergencies
- Agree on means to ensure improved interagency collaboration that links into the appropriate co-ordination mechanisms

Main issues raised

- The definition of terms and an explanation of the structures
- The discrepancies between the global level co-ordination and the country level co-ordination
- The expectations of CAPS, by the donors, are to improve co-ordination, provide a common strategy from country teams, prioritise the needs and provide a realistic budget. It is designed to be a process and implementation approach working together with the donors.
- CAP gives an overview so that the individual fundraising can be put into context. Most CAPs are for the transition process – from emergency to development. While CAP is a one-year appeal (calendar year) in the event of a new emergency there can be a flash appeal (up to three months) which is rationalised to the calendar year.
- The CAPs process highlights long term crises.
- There is a need to identify the link between CAP and UNDAF. Is it a bridge or simultaneous funding?

Conclusions

1. To sustain the network and address specific tasks identified by the Consultation there should be a process, which link with the IASC WG and with EFA WG
2. That the agencies through this process will "educate" the donors and "market" the concept of emergency education
3. That the beneficiaries should be included in the consultative process for CAP
4. That the background papers from the session be circulated to all participants of the Consultation

Issues raised during the plenary discussion

- The co-ordination mechanisms at global level are very complicated and perhaps not as functional as one could wish. At country level, however, the mechanisms are quite manageable and often functioning well. Therefore, the co-operation at country level should be maintained at global level as well.

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[2] Please see annex 4 for additional documentation

3.9 HIV/AIDS education for refugee youth

Convenors: Patrick Couteau/Peter Matz, UNHCR

Context

- HIV/AIDS is affecting millions of young people. Each day more than 8,500 children and young people are infected with HIV – six every minute!
- In many countries, over 50% of all infections are among youth aged 15 to 24. These will likely develop AIDS within the next 10 years.
- In some populations, over 15% of 15 to 18-year-old girls are infected with HIV.
- The UN General Assembly adopted the goal to reduce HIV infection levels among young people by 25% in the 25 most affected countries in Africa by 2005.
- Education can help save young people (EFA, Dakar, April 2000).
- To achieve EFA goals will necessitate putting HIV/AIDS as the highest priority in the most-affected countries.
- Programmes to control and reduce the spread of the virus must make maximum use of education's potential to transmit messages on prevention and to change attitudes and behaviour (EFA, Dakar, April 2000).
- If refugee children are to have a viable future and the opportunity to benefit from long-term solutions to their plight, we must ensure that they are protected from HIV/AIDS (UNICEF at UNHCR Executive Committee, October 2000).

Issues raised

1. Formal education

Current initiatives

- Difficult to integrate in classroom setting
- Uganda: extra/curricular activities (open discussions, gender-specific talks, use of video, drama, and respected members of the community). Communities involved in day-care activities. Adults as positive role models
- Zambia: material in print to be used in social studies, starting grade 1
- Other countries: HIV/AIDS taught in science classes
- Thailand: peer education, involvement of grassroots level organizations

Problems/constraints

- Cultural constraints
- Which curriculum should be used (country of origin, receiving country, mix)?
- Often HIV/AIDS is included in secondary school curricula, but only some 3% of refugee youth in developing countries receive post-primary education
- Age differences in primary schools – a large number of students are teenagers
- UNAIDS Theme Groups have no regional approach, no funds

Challenges

- Create non-examinable situations, clubs, debate etc.
- Make use of peace education models and experience
- Provide in-service training for teachers
- Involve health workers in schools
- Learn from non-formal experience

- Facilitate community involvement
- Ensure inter-agency co-ordination

2. Non-formal education

Current initiatives

- Vocational training
- Reproductive health programmes
- Literacy, numeracy, health/environmental bridge programmes; e.g. NRC: HIV/AIDS component in Burundi, being incorporated also in Sierra Leone
- Sports, recreation; e.g. CARE/USAID: sports programme in El Salvador – introductory course (incl. HIV/AIDS messages) to get onto teams
- Cultural and special events
- Language classes
- Peer education
- Awareness-raising activities

Problems/constraints

- Programmes are limited in scope
- No NGO is working specifically on HIV/AIDS
- Poor networking and co-operation among NGOs

Challenges

- Train and support mobile "trainer-trainers"
- UNHCR to provide resources and information, and ensure that all refugees have access to health services
- Involve and educate women
- Identify refugees who can provide HIV/AIDS education
- Question the sexual behaviour of national and international staff
- Share lessons learned; increase transparency

3. Ways to go forward

- Joint development of a strategy to integrate HIV/AIDS in education in emergency settings (organisations and agencies are encouraged to provide inputs to this process)
- Exchange of information and experience.

4 The next steps

At the last plenary of the Consultation, the three convening agencies had prepared a proposal for the future Interagency processes, as presented below. The following guiding principles for collaboration were presented and agreed upon:

Guiding Principles for Inter-Agency Collaboration

1. Commitment to inter-agency **collaboration at all levels**
2. Priority on **country-level coordination**
3. **Avoid duplication** - build on existing mechanisms
4. Ensure **gender sensitivity**, strive for gender balance
5. **Open** to any agency committed to education in emergencies
6. **Share information** through electronic and other means
7. Use small **time-bound, task-bound teams**
8. Use **virtual communication** wherever possible
9. **Limit global meetings** and structures
10. **Distribute convenor role** for task teams
11. Members of task teams **commit resources** to achieve tasks
12. Ensure input from and output to **communities without access** to the network.

4.1 Agreements

Following this conceptual framework, a number of key agreements on interagency collaboration were reached:

- The network of organisations and individuals committed to issues regarding education in situations of emergency and crisis should be sustained and re-energised to promote and support effective co-ordination at country and community level.
- This network would be renamed the "Network on Education in Emergencies" and would through its activities provide linkage between the humanitarian assistance at country and community level.
- The key tasks identified for follow-up should primarily be assigned to existing co-ordinating bodies, which would be linked to the network.
- Four small and time-bound task teams would be established to carry out the key tasks for which there is no existing structure. Each task team will submit reports to the members of the network, and be followed up by one of the three convening agencies. Membership of task teams will be open to organisations willing to commit the required time and resources to complete the tasks.
- The Network will use the existing GINIE website and emer-edu listserv as the principal medium for sustaining information sharing and networking.

- The Network will be guided by a small Steering Group consisting of representatives from the three convening agencies plus one donor and one NGO representative.
- The Steering Group will be supported by a small secretariat consisting of one project officer or assistant project officer seconded by an NGO and located in the Emergency Education Unit in UNESCO Headquarters in Paris.

4.2 The Network on Education in Emergencies: Aim, objectives and strategies

Sustaining the Network:
Aim, Objectives and Strategies

- **AIM:** In view of the CRC, EFA Declaration and the Dakar Framework to promote access and completion of education of high quality for all persons affected by emergencies, crises or chronic instability.
- **OBJECTIVES:**
  - Share **knowledge and experience**
  - Promote greater **donor understanding** of education in emergencies
  - Advocate for education to be **included in emergency response**
  - Make **teaching & learning resources** available as widely as possible
  - Ensure attention to **gender** issues in emergency education initiatives
  - Document and **disseminate best practices** in the field
  - Move towards **consensual guidelines** on education in emergencies
- **STRATEGIES:**
  - Small, time-bound **task teams** to complete identified tasks
  - Share **information, resources and experience** through GINIE
  - Circulate **e-bulletin or newsletter** linked to GINIE
  - Support focused **virtual discussions**
  - Link with other networks and expand partnerships

4.3 The task teams

Four task teams will be established within the following areas:

1) Information sharing and networks. Convenor: UNESCO
2) Teaching/learning resources and supplies. Convenor: UNHCR
3) Monitoring of education programmes in emergencies. Convenor: UNICEF
4) Post-primary Education in emergencies (formal and non-formal). Convenor: UNESCO

In order to avoid duplication and overlapping programme co-ordination mechanisms, other agreed tasks were assigned to three existing bodies for follow-up:

- The UN Girls' Education Initiative Task Force
- The InterAgency Standing Committee Task Force on Training
- The InterAgency Working Group on HIV/AIDS, Schools and Education (formal schooling only)

The key focus for each task team were outlined as follows:

Task team: Information Sharing and Networking for emergency education staff

- **WHO?** Any network member willing to commit time and resources to completing the task.
- **CONVENED BY :** UNESCO
- **WHAT?**
  - Review GINIE contents and structure and recommend revisions
  - Publish documents and reports on **Consultation** webpage (GINIE)
  - Strengthen and lead **emer-edu discussion listserv**
  - Design and circulate **quarterly e-bulletin/newsletter**
  - Input to **GINIE editorial board**

Task team: Materials and supplies for Teaching and Learning in emergencies

- **WHO?** Any network member willing to commit time and resources to completing the task.
- **CONVENED BY:** UNHCR
- **WHAT?**
  - Review **teaching and learning resources** currently available through GINIE and other sources, bearing in mind priority issues such as gender sensitivity
  - Compile and share information on various **kits**
  - Compile list of available **learning resources** organized by topic
  - Develop **annotated list of key resources** for distribution in hard or software form (webpage or CD-Rom)

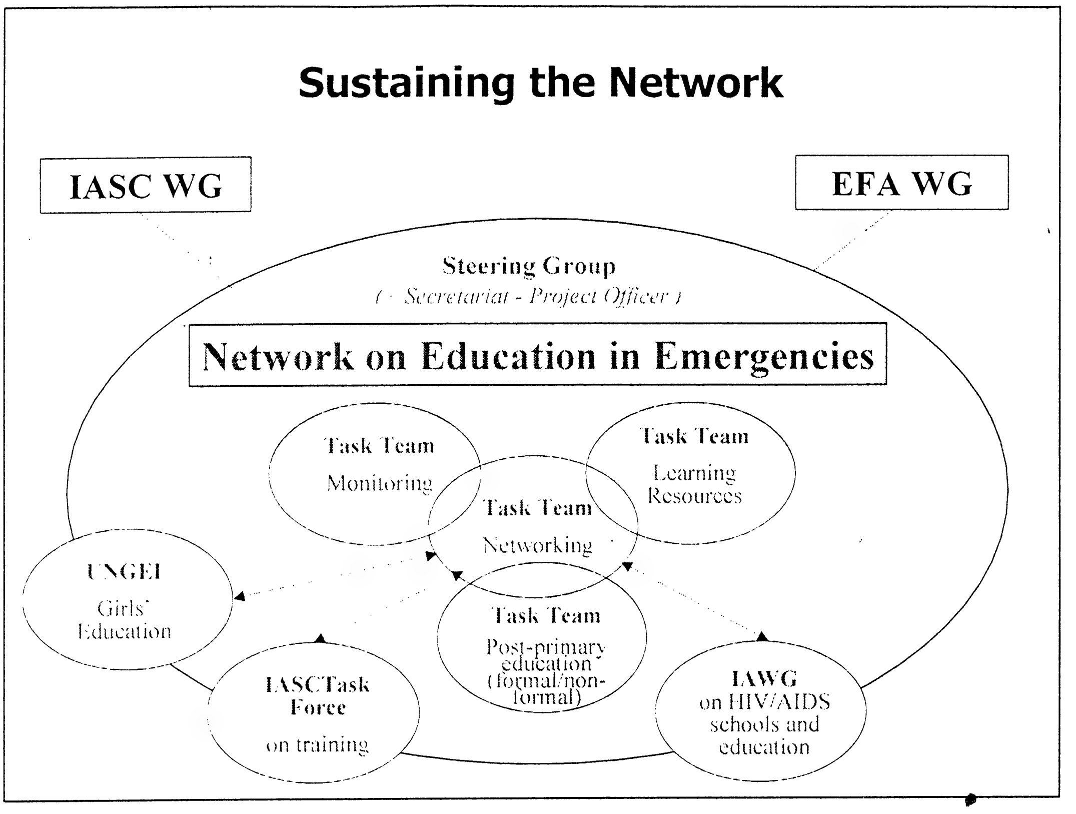
Task Team: Monitoring of emergency and crisis education programmes

- **WHO?** Any network member willing to commit time and resources to completing the task.
- **CONVENED BY: UNICEF**
- **WHAT?**
  - Define **guiding principles** for education in countries in crisis
  - Develop simple users' **guide on data collection** for emergency education and potential training
  - Post **quantitative data and lessons learned** on GINIE & ALNAP
  - Follow up **Women's Commission Study** (Mellon Foundation) and share findings

Task team: Post-Primary Education in emergency and crisis (formal and non-formal)

- **WHO?** Any network member willing to commit time and resources to completing the task.
- **CONVENED BY: UNESCO**
- **WHAT?**
  - Develop **guidelines on good practice** in post-primary education
  - Develop and implement strategy for **advocacy**
  - Investigate/share information on **certification and teacher training**

4.4 Sustaining the Network



4.5 Immediate actions

The Steering Group will be established during December 2000 and immediately recruit the Project Officer to serve as a Secretariat to the Network. During the first quarter of 2001, the convening agencies for each Task team will invite potential members to engage in defining realistic objectives and time-bound work plans, using the deliberations of the Consultation recorded above as a starting point. Each Task team will communicate its outputs with the whole Network.

Executive summary

The Consultation

The consultation was held at the recommendation of the ministers present in the Strategy Session on Education in Emergencies held as part of the World Education Forum, in Dakar, April 2000. It was convened jointly by UNESCO, UNHCR and UNICEF, and hosted by UNHCR in Geneva from 8 to 10 November 2000. The purpose of the meeting was to agree on practical strategies and mechanisms to achieve more effective inter-agency collaboration at global, regional and country level in the field of education in emergency and crisis.

As well as delegations from the three convening agencies, the meeting included representatives of WFP, UNDP, World Bank, bilateral donors and over 20 non-governmental organisations currently engaged in education programmes in countries in crisis or unstable situations.

The meeting took place over three days, and included both plenary and group sessions. Eight different working groups were held, of which each participant could take part in two:

1. Supplies and learning materials
2. Monitoring of education programmes
3. Post-primary education
4. Staff training
5. Girls' education
6. Sourcing of agency staff
7. Information sharing and networks
8. Programme co-ordination mechanisms.

The recommendations of these group discussions were reviewed in plenary session, and a number of key tasks relating to the areas of collaboration were identified. A set of guiding principles for collaboration were approved which provided a framework for the recommendations that followed in the final session, which identified next steps.

Guiding Principles for Inter-Agency Collaboration

It was agreed that collaboration at all levels should be promoted, with priority on country level co-ordination. In order to avoid duplication, key tasks should, wherever possible, be assigned to an already existing co-ordination body. Global meetings and structures should be limited, and virtual communication used to share information and promote transparency between the stakeholders.

The Network on Education in Emergencies

- The existing network would be renamed simply the "Network on Education in Emergencies", and would provide, through its activities, membership and reporting, a linkage between the humanitarian assistance co-ordinating structures and the EFA Follow-Up.

ANNEXES

ANNEX 1: Invitation Letter

3 August 2000

Dear

Re: Inter-agency Consultation on Education in Situations of Emergency and Crisis

At the World Education Forum held in Dakar, Senegal, from 26-28 April 2000, governments and agencies present identified conflicts, crises, situations of chronic instability and natural disasters as major obstacles to achievement of the universally agreed objective of Education for All. At Dakar, a Strategy Session was held on Education in Situations of Emergency and Crisis. During that session, a recommendation was accepted that UNESCO, UNHCR and UNICEF, the three UN agencies most closely involved in education work in situations of crisis, conflict and chronic instability, should convene a meeting to agree on mechanisms for improved collaboration at global, regional and field level.

Accordingly, the three agencies involved will jointly convene a consultation meeting, in Geneva, 8-10 November 2000. The meeting will be attended by representatives of multilateral and bilateral agencies, and international organizations most closely involved in work on education in emergency situations. It is an important part of the follow-up to the global commitment to Education for All, reaffirmed at Dakar.

The purpose of the consultation meeting will be to agree on practical strategies and mechanisms to achieve more effective inter-agency collaboration at global, regional and country level.

This will include consideration of the relationship of these mechanisms and strategies to existing inter-agency coordination structures such as the Inter-Agency Standing Committee on Humanitarian Assistance (IASC) and country level coordination mechanisms such as UNDAF.

A provisional agenda for the Geneva consultation meeting is attached.

You are hereby invited to identify a suitable person with the technical competence and experience to participate in the consultation. Organizations will be responsible for the travel and subsistence costs of their participants. UNHCR will host this consultation meeting.

Please complete and return the attached reply form to UNHCR by Thursday, 31 August 2000.

Yours faithfully,

Jacques Hallak
Assistant Director-General
(Education)
UNESCO
Paris

Søren Jessen-Petersen
Assistant High Commissioner
UNHCR
Geneva

Sadig Rasheed
Director,
Programme Division
UNICEF
New York

ANNEX 2: Programme

TIME	SESSION	PERSON RESPONSIBLE
WEDNESDAY 8 NOVEMBER		
9.00 - 11.30	Opening Plenary *10.15 - 10.45 Coffee Break*	**Kacem Bensalah,** (UNESCO) **Katarina Tomasevski,** (UN Special Rapporteur on the Right to Education) **Eldrid Midttun**, (NRC) **L-G. Arsenault** , (UNICEF) **Wendy Smith,** (IRC) **Søren Jessen-Petersen,** (UNHCR)
11.30 -17.30	Working groups: 1. Materials and supplies for teaching and learning in emergencies 2. Monitoring of emergency and crisis education programmes 3. Post-primary education in emergencies and crisis 4. Education Staff training in emergencies and crisis *12.30 - 14.00 Lunch* *15.30 - 16.00 Coffee Break*	 **Margaret Sinclair** (UNHCR) **Wendy Smith** (IRC) **Tim Brown,** (UNHCR)/**Vivien Stewart** (UN Consultant) **Nureldin Satti** (UNESCO)
17.45-19.15	Evening session: HIV/AIDS education for refugee youth	**Patrick Couteau/Peter Matz** (UNHCR)
THURSDAY 9 NOVEMBER		
09.00 -12.30	Plenary discussions of WG 1-4 topics *10.30 - 11.00 Coffee Break*	**Marion Molteno** (SCF, UK) **Nyorovai Whande** (UNHCR)
12.30 -14.00	*Lunch*	
14.00 -17.30	Working groups: 5. The UN Girls' Education Initiative 6. Sourcing agency staffing for emergency education 7. Information sharing and networks for emergency education staff 8. Programme co-ordination mechanisms *15.30 - 16.00 Coffee Break*	 **Mary Joy Pigozzi** (UNICEF) **Eldrid Midttun** (NRC) **Maureen McClure** (UNESCO/ Pittsburgh University/GINIE) **Peter Buckland** (UNICEF)
FRIDAY 10 NOVEMBER		
09.00 -12.30	Plenary discussions of WG 5-8 topics *10.30 - 11.00 Coffee Break*	**Mary Diaz** (The Women's Commission on Refugee Women and Children)
12.30 -14.00	*Lunch*	
14.00 -15.30	Plenary - Next steps	**Chris Talbot** (UNHCR) **Lolin Menendez** (JRS) **Mudiappasamy Devadoss** (UNESCO) **L-G Arsenault** (UNICEF)
15.30 -16.00	*Coffee break and close*	

ANNEX 3: Gender Checklist for Education in Emergencies

To meet Education For All mandate by reaching both girls and boys

Suggested check list

- Review girls' domestic responsibilities and ensure that sector activities (e.g. water collection, food distribution) leave time for girls' education
- Negotiate with authorities for gender-sensitive education, and for inclusion of both boys and girls in school
- Engage community members, including women, to plan for the education system
- Register individuals by gender, age, grade in school (where relevant), and profession (adults) to identify potential students and teachers
- Analyze the physical environment to ensure that it meets girls' special needs (i.e. safety, privacy, latrines, clothing, sanitary supplies), esp. for adolescents
- Review educational materials for lack of gender sensitivity through biased gender role portrayals
- Examine teachers' needs for additional training on gender issues
- Review community support structures (e.g. medical, psycho-social, social) for women and girls, especially where language differences
- Identify presence of community groups, especially women's organizations, which can support girls' schooling

ANNEX 4: Programme Co-ordination Mechanisms - an overview

A. Office for the Co-ordination of Humanitarian Assistance (OCHA)

1. *Office established in December 1998 with mandate to co-ordinate humanitarian assistance in humanitarian crisis that go beyond the capacity and mandate of any single humanitarian agency*

2. *Headed by Under-Secretary General and Emergency Relief Co-ordinator*

3. *Core functions:*
   - Co-ordinates international humanitarian assistance
   - Provides the humanitarian community with support in policy development
   - Advocates on humanitarian issues giving voice to the clear victims of crisis

4. *ERC is responsible for co-ordination among humanitarian entities through:*
   - IASC, that brings together all major actors inside and outside the UN
   - At field level, humanitarian co-ordinators (18) all but 4 are RCs, appointed by ERC in consultation with IASC
   - Emergency Revolving Fund (ERF) $50 mill. to support agencies to rapidly respond to emergencies
   - Consolidated Appeal Process (CAP) programming and fund raising mechanism
   - Needs assessment
   - Monitoring and Early Warning
   - Contingency planning

B. The Inter-Agency Standing Committee (IASC)

1. *Established by GA Resolution 46/182 as the primary through which OCHA discharges its co-ordination functions. It ensures inter-agency decision making in respect to complex emergencies through:*
   - Developing and agreeing on system-wide humanitarian policies
   - Allocating responsibilities among agencies in humanitarian programmes
   - Advocating common humanitarian principles to parties outside the IASC
   - Identifying areas where gaps in mandated or lack of operational capacity exist
   - Building a consensus between humanitarian agencies on system-wide humanitarian issues

2. *Chaired by the ERC with membership of primary agencies at the Executive Head level of the following agencies:*

   Full members: UNICEF, UNDP, FAO, WFP, UNHCR, OCHA

   Standing Invitees: International Committee of the Red Cross, International Federation of the RC Societies, International Organisation for Migration, Steering Committee for Humanitarian Response, INTERACTION, International Council of Voluntary Agencies, Office of the Special Representative of the Secretary General on IDPs, Office of the High Commissioner for Human Rights, The World Bank, UNFPA

3. *Meets twice a year to deliberate and take decisions on major humanitarian issues brought by the ERC and IASC-WG, e.g:*
   - Sanctions
   - Security and safety of staff
   - Protection of civilians in armed conflict
   - Gender
   - NIDS
   - Access
   - Country-specific issues

4. *The IASC-WG is formed by senior representatives (Directors of Emergencies) of the same agencies. It meets four times a year. Its responsibilities are:*
   - Formulating the agenda for IASC meetings
   - Making non-strategic policy and operational decisions
   - Endorsing a yearly work-plan
   - Preparing options and recommendations for the IASC on strategic policy issues and major operational issues

5. *The subsidiary bodies of IASC represent Reference Groups, Task Forces and Sub-working groups that engage with major humanitarian issues, e.g.:*
   - Gender
   - Small arms
   - Natural disaster
   - Training
   - Co-ordination
   - Human Rights/Humanitarian Assistance interface
   - Telecommunication
   - HIV/AIDS and NIDS
   - Security

C. Executive Committee on Humanitarian Affairs (ECHA)

1. *Is one of the four committees created by the Secretary General in the framework of the UN reform with the aim of enhancing the co-ordination between UN agencies in various fields. Chaired by the Emergency Relief Co-ordinator and composed of executives at the highest level, ECHA meets on a monthly basis in New York. ECHA's membership, which is purely a UN one, notably with the participation of UN Departments, adds a political/military dimension to humanitarian consultations.*

2. *Its members comprise:*
   - UNDP
   - UNICEF
   - UNHCR
   - WFP
   - OHCHR
   - Department of Peace-Keeping Operations (DPKO)
   - Department of Political Affairs (DPA)
   - UNRWA
   - Office of the Spec. Rep. of the Sec. General for Children/Armed Conflict
   - WHO
   - FAO

3. *It has been involved with debating and deciding on major humanitarian issues that involve the UN. These include:*
   - Formulating a UN policy for responding to the crisis in DPRK
   - UN missions with major humanitarian counterparts e.g. Sierra Leone (UNAMSIL), DRC etc
   - Joint peace-keeping/political and humanitarian assessment missions
   - Relationships between HCs, RCs and SRSGs
   - Cross-cutting issues emanating from or giving security concerns
   - Sanctions
   - Drought with high level envoys

D. Consolidated Appeal Process (CAP)

1. *What is the CAP:*
   "A programming process through which national, regional and international relief systems (...) are able to mobilize and respond to selective major or complex emergencies that require a system-wide response to humanitarian crisis"

2. *Who participate in the CAP?*
   "(...) should be carried out in full collaboration with UN bodies and other relevant humanitarian organisations, international financial institutions, donors and host governments as an important step towards a more integrated and strategic approach"

3. *Why do we need to improve the CAP?*
   - Demonstrate optimal humanitarian co-ordination
   - Closer scrutiny of humanitarian operations
   - Increased accountability to donors and recipients
   - Increased competition for available funds

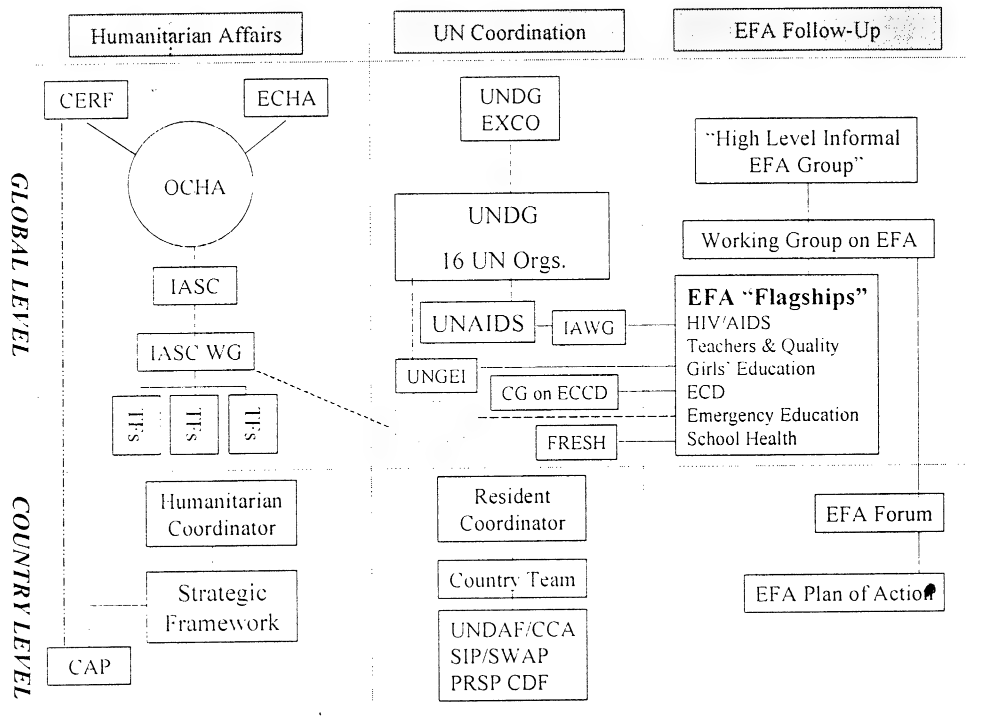
4. *Expectations of the CAP*
   - Improved co-ordination
   - Common strategy for humanitarian action
   - Effective prioritisation
   - Realistic budget requirements
   - Accountability

5. *Objectives of a Consolidated Appeal Process*
   - To present a Common Humanitarian Action Plan (CHAP) based on an agreed strategy
   - To provide a reference point for the international community on humanitarian strategy, programming and funding requirements
   - To provide a framework for system-wide monitoring and reporting
   - To be a tool for fund-raising, advocacy and accountability

6. *What are the outputs from the CAP?*
   - A shared and agreed CHAP including clear goals and sectoral operational objectives
   - A timely and prioritised Consolidated Appeal
   - A monitoring process that a) enables ongoing adjustment to the CHAP and b) improves accountability to beneficiaries

- A review process (CAP report and reviews) that supports strategy (re)formulation as well as resource mobilisation efforts

The existing programme co-ordination mechanisms



The Network on Education in Emergencies might occupy the place suggested by the dotted oval in the diagram above.

ANNEX 5: Carlos Calfat-Salem's address to the plenary

Fundacão Instituto Calfat-Salem Para Infãncia

"In 1998, UNICEF confirmed:
"Malnutrition is a silent emergency, capable of compromising every effort for peace, equality and justice."

Consequently, social exclusion in any part of the world is directly associated with the lack of physical and intellectual development. Item 2.5 of the Delhi Declaration of UNESCO (1993) portrays this very succinctly:

"If we do not feed infants adequately, all educational projects will be useless."

Even if we were to contract Albert Einstein to teach children suffering from malnutrition, success would not be assured.

Malnutrition, infant mortality, public health, repetition of school years, all can be relieved with food. In our abundant world, all is possible, but we need to create the political resolve to do it.

Abject poverty helps NO ONE. The only way that populations in a state of emergency can improve their lot is through the provision of nutrition, to pregnant mothers and infants, allied with hygiene and education. This is, simply and unquestionably, the quickest way to break the vicious circle of generation upon generation of abject poverty.

The Olympics showed clearly the difference between peoples, some well nourished for generations and others, still without this fundamental advantage.

One tonne of corn costs about 80 US dollars.
One tonne of antibiotics costs over 2 million US dollars.
When we don't provide the former, then we end up providing the latter. The world over you will see countless examples of this insanity, today.

When millions of little mouths begin to eat properly, millions of new jobs are created in agriculture. Everybody gains.

We are against simplistic debt relief for third world countries.
We have a much more urgent ambition.

Let the benefit of the debts be transferred to feeding the poor children of the world. Have the debt transformed over time into local currency and food production. Or have the debt purchased for pregnant mothers and infants, monitored by the I.M.F. The result: Real and permanent economic and social progress, to the benefit of all.

ANNEX 6: Participant List

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- The Network will use the existing GINIE website [http://GINIE1.sched.pitt.edu/] and emer-edu listserve as the principal medium for sustaining information sharing and networking.

- The Network will be guided by a small Steering Group consisting of representatives of the three convening agencies (UNESCO, UNHCR and UNICEF) plus one NGO representative and possibly a donor.

- The Steering Group will be supported by a small secretariat consisting of one project officer or assistant project officer seconded by an NGO and located in the Emergency Education Unit at UNESCO Headquarters in Paris.

The Task Teams

Four task teams with clear time-bound tasks were established in the following areas:

- Information sharing and networking (Convenor: UNESCO)
- Teaching/Learning resources and supplies (Convenor: UNHCR)
- Monitoring of education programmes in emergencies (Convenor: UNICEF)
- Post-primary education (Convenor: UNESCO)

It was agreed that other agreed tasks were to be followed up with three existing bodies:

- The UN Girls' Education Initiative Task Force
- The InterAgency Standing Committee Task Force on Training
- The InterAgency Working Group on HIV/AIDS, Schools and Education (formal schooling only)

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1 Introduction

Since the Education For All Initiative (EFA) was launched at the Jomtien Conference in 1990, education has been given increased international focus, both as a basic human right and as a tool for development. At the World Education Forum held in Dakar, Senegal in April 2000, governments and agencies identified conflicts, crisis, situations of chronic instability and natural disasters as major obstacles to the achievement of Education For All. A strategy session on Education in Situations of Emergencies and crisis was held, and during that session, a recommendation was accepted that UNICEF, UNESCO and UNHCR should jointly convene a meeting to agree on mechanisms for improved collaboration.

This Interagency Consultation was held in Geneva 8-10 November 2000, with some 90 participants present[1]. In addition to the three convening agencies, Some 20 different NGOs were represented as well as bi- and multilateral agencies such as WFP, UNDP, the World Bank, CIDA, Sida and USAID. The purpose of the Consultation was, as recommended in Dakar, to agree on practical strategies and mechanisms to achieve more effective inter-agency collaboration at all levels in the field of education in situations of emergency and crisis.

2 Opening plenary

The opening plenary on Wednesday 8th November was chaired by the UNHCR Assistant High Commissioner, Mr Spren Jessen-Petersen. The following is a short summary of the main issues raised by the various speakers.

2.1 UNESCO

Kacem Bensalah
Director of Emergency Education and Operational Assistance Unit

More than one-third of UNESCO member states are experiencing political instability, armed conflicts or natural disasters. In such situations, emergency education constitutes one of the factors that guarantee the transition between humanitarian actions and assistance to reconstruction and sustainable development. Any interruption of the educational process is a direct threat to education rights, which is the cornerstone of all the actions stipulated in the UNESCO mandate.

Both the World Education Forum in Dakar (April 2000) and the International Conference in Winnipeg, September 2000, stressed the importance of strengthening the education systems in conflict situations. UNESCO's approach to this is based on five principles that should be reinforced at field level: Decentralisation, information, co-operation, capacity building and prevention. UNESCO's role is focused on four levels:

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[1] Please see annex 6, participants list

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- Ensure strategic, normative and preventive functions in emergency education
- Assist member states in definition of priorities, preparation and implementation of projects and specific programmes
- Promote universal values such as education for peace, tolerance, human rights and democracy
- Reinforce co-operation mechanisms with all UNESCO partners and particularly with the UN agencies and NGOs

2.2 UN Special Rapporteur on the Right to Education

Katarina Tomasevski

Experiences from conflict situations in the last years have shown that women are also often part of the armed forces, and the concept of "armed men" is hence no longer accurate. It is thus important to adjust our mindset to deal with this reality, also in terms of education. Drawing upon experience from Iraq, Uganda, Peru and Sierra Leone, Ms Tomasevski elaborated on some concerns that are vital for planning quality emergency education. Education is a fundamental human right, and the importance of education, also in situations of emergency and crisis, is clear. When discussing this issue, it is however also crucial to acknowledge that schooling in itself is not *necessarily good*. Education can be used as a tool to indoctrinate and promote special views such as political ideology or religion, possibly enhancing the conflicts in an area. In terms of attracting students to the educational activities offered, it is necessary to define the *purpose of schooling.* Unless the purpose of education is clear to the students, they will drop out when other, more attractive offers appear. "More is better" is thus not necessarily a good approach when it comes to educational planning and implementation, where quality and relevance must be key issues.

2.3 Norwegian Refugee Council (NRC)

Eldrid Midttun
Senior Education Advisor

During the 90s, the international community gave increasing attention to education, but somehow, education for refugees was not an activity that attracted the big money. In the autumn of 1997, NRC sent a letter to the Norwegian Ministry of Foreign Affairs to propose that education should be regarded as the 4^{th} component in humanitarian assistance, next to food, shelter and medical care. Over the next years, this proposal was raised by various organisations in several fora, culminating in the Winnipeg high level Conference in September 2000. If more organisations join forces to promote concepts they believe in, international donors can be convinced to support the urgent need for sensible funding of education in adverse circumstances.

NRC has over the past 10 years co-operated with other NGOs and UN agencies, both in the areas of sharing personnel and material. By improving our networking and co-operation, and looking beyond the organisational egos and bureaucracies, our resources can be better utilised to benefit our target groups.

2.4 UNHCR

Søren Jessen-Petersen
Assistant High Commissioner

Estimates suggest that around 1 million refugee children and young people are enrolled in UNHCR-supported education programmes, out of approximately 5.5 million potential beneficiaries in the 6-18 year old age group. This year, UNHCRs initial budget for education rose substantially, but budget cuts imposed upon the organisation have fallen disproportionately on education. The result is that, as the school year opens in many countries, teachers are being laid off, class-sizes remain large and there is a shortage of educational supplies. UNHCR staffing for education is also very thin, so the organisation depends heavily on its partners for this work. Against this difficult background, UNHCR has set itself a number of priorities for the next couple of years. Among these are:

- Building or rebuilding internal and external partnerships
- Access to and retention in school, especially for girls
- The quality of education provided in classrooms
- Emergency educational response
- Post-primary education
- Educational monitoring and statistics
- Thematic education and awareness raising (such as HIV/AIDS education, environmental education and peace education)

All work within emergency education depends on partnerships for successful results. The challenge for this Consultation is to take some steps towards identifying those elements which might constitute common guidelines for the education sector in situations of emergency and crisis.

2.5 UNICEF

Louis-Georges Arsenault
UNICEF Representative in Afghanistan

At a global level, UNICEF is advocating strongly for three priorities in education:

- Girls' education
- HIV/AIDS education
- Education in emergencies

Key concerns in this regard are the rights-based approach to education, a strong commitment to quality education and focus on the intersectoral linkages related to these priorities.

UNICEF's programme commitments in emergencies include four components: Basic health care, basic education, the protection and well-being of children, and water/sanitation. In terms of the UNICEF emergency education response, the following key issues are identified:

- To secure the safety and interest of children
- To ensure donor co-ordination
- To support rapid the appraisal process
- To build on community initiatives
- To secure basic supplies (shelter and learning)
- To address teachers and curriculum issues
- To link to system reconstruction

Experience has shown that there is a need for continuity between the "relief" and "reconstruction" phases. This process can be promoted and sustained through responses that build on *community initiatives.* The key role of gender dynamics is also critical as a contributing factor to ensure quality education for all.

In terms of future interagency collaboration, UNICEF wants to promote strong commitment to the process at all levels, with emphasis on an effective co-ordination at country level: *Global collaboration for country-level co-ordination.* Global "talkshops" should be avoided and replaced by *action-oriented* networks.

2.6 International Rescue Committee (IRC)

Wendy Smith
Education Technical Advisor

From the Universal Declaration of Human Rights to the Convention on the Rights of the Child, children's right to *basic* education on paper is protected. As we unfortunately know, the need to translate these rights into realities remains a challenge, particularly for refugee, displaced or war-affected children. All of us here at the Consultation seem to agree that education protects by:

- Engaging children
- Offering alternatives to recruitment or exploitation
- Communicating essential information about the new risks they may be facing in a very different environment (a typical example might be landmine awareness or hygiene promotion)
- Mobilising the community around them

Despite our passion and belief in the tremendous advantages the provision of quality education offers, gaps in provision remain and many groups of children are overlooked. I would thus like to centre my remarks on the needs of a frequently overlooked group of children, that being, adolescents. Many adolescents need basic education and our education response in emergencies must remain fluid enough to respond to the realities adolescents find themselves in. Education opportunities need to go beyond basic education to recognise the fundamental interdependence between the need for education and livelihood opportunities. Education must be adolescent-friendly and recognise its capacity to facilitate increased psychological and social recovery.

The very good news is that across UN agencies and among NGO and advocacy groups, the education needs of adolescents are being debated and recognised. Within my own institution, IRC promotes youth leaders as peer educators and program developers in almost all of our emergency education programs and strives to ensure that adolescents are not left behind or overlooked in funding shortages or initial program design. We've stewarded the creation of youth councils, helped strengthen youth NGOs and tried peer to peer teaching methodologies in some of our schools. Other organisations have equally promising stories to tell. We all have a tremendous amount to share and reflect upon to better support these adolescents.

3 Summaries from Working Groups

3.1 Materials and supplies for teaching and learning in emergencies

Convenor: Margaret Sinclair, UNHCR

Objectives

- To identify the situations where writing materials and other educational and recreational materials need to be procured as pre-assembled kits, and to advise on the contents
- To identify good practise in supplying emergency education programmes with teaching/learning materials such as textbooks, teacher guides, curricula, library books and education aids: and in using approaches such as minimum learning needs/basic learning needs
- To develop a strategy for appropriate interagency sharing of teaching and learning materials, manuals and guidelines specific to emergency situations

Topic 1: Education "kits"

Main issues raised

- Advantages of kits: allow for rapid response to education in emergencies; can be adapted to local situations especially when regionally sourced; donors like them
- Disadvantages of kits: addictive to users, donors and procurement managers: can create dependence and stifle creativity; some items are likely not to be used if teachers are not familiar with the materials: difficult to cover a variety of grades with a kit: kits are expensive
- What is the "lifetime" of a kit?
- Should there be a standardized kit?
- Monitoring and evaluating education kits

Conclusions/recommendations

- Distinguish between standardized and non-standardized kits used in an emergency response and kits that are used over a longer period of time
- Kits should be phased out as soon as possible
- Standard principles for putting together kits should be developed rather than standard contents
- Where appropriate: look to the most basic kit (developed by UNICEF in collaboration with other agencies) for ideas
- Share procurement facilities

Topic 2: Good practice in supplying programs with teaching/learning materials

Main issues raised

- How can/should resource centers be developed in regions to support emergency education?
- Involving stakeholders: How important is it to develop an emergency response that later matches the capacity and resources of a Ministry of Education? (sustainability)

- What should be the impact of better resources on host communities and how should they/can they benefit?

Conclusions/recommendations

- Resolve curricular issues with as many stakeholders as possible in order to gain legitimacy and enable solutions to be integrated into national policy/programs as soon as possible
- Develop emergency programs that enrich and improve education opportunities for the host country/community
- Share innovative approaches to materials, for example Developing Basic Competencies for Afghans, the JRS Resource Base for Refugee Education in Nairobi

Topic 3: Strategy for sharing the supplementary/complementary curriculum materials for education in emergency and crisis

Main issues raised

- There are a number of parameters involved in the variety of teaching/learning materials, guidelines etc. that have been developed:
- There are those specific to a rapid response approach (the samples shown all had in-country input into the development – e.g. NRC/Sierra Leone; Landmine Awareness)
- Country specific special programs – e.g. UNESCO/UNHCR Environmental Education materials
- Generic programs – e.g. UNHCR Peace Education, which covers a variety of cultural and religious groups

Other issues include awareness of materials and accessibility to these materials to decide their appropriateness for a given situation.

Conclusions/recommendations

- That an interagency list (annotated) be developed of available materials.
- That a resource pack of appropriate materials be developed for use by implementing agencies
- That a task group be formed with a time frame to undertake these recommendations

Issues raised during the plenary discussion

- The existing material and the mechanisms for sharing it can be utilised better, so it is a challenge to be innovative in this respect.
- The GINIE network is an already existing mechanism that should be used for sharing information about materials.
- All participants should fight even stronger within their organisations to persuade and highlight the importance of education in situations of emergency. We must become better at "marketing" our activities, in order to generate more resources and focus to the issue.

UNESCO

ACBAR

Interagency Consultation on Education in Situations of Emergency and Crisis
Geneva 8-10 November 2000

Consultation report